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ABSTRACT

The Idaho State Department of Education has initiated a program of information collection and dissemination designed to increase communications both within educational systems and between educators and the public. This document presents the rationale, goals, target groups, and strategies of the system. Five appendices include a list of contact persons by subject; brief descriptions of the ERIC system, the VISIT program, and the Talent Bank of ad hoc resource people; and an explanation of the dissemination development model applied here. (JVP)

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ED163952

THE DISSEMINATION SYSTEM

of the

IDAHO STATE DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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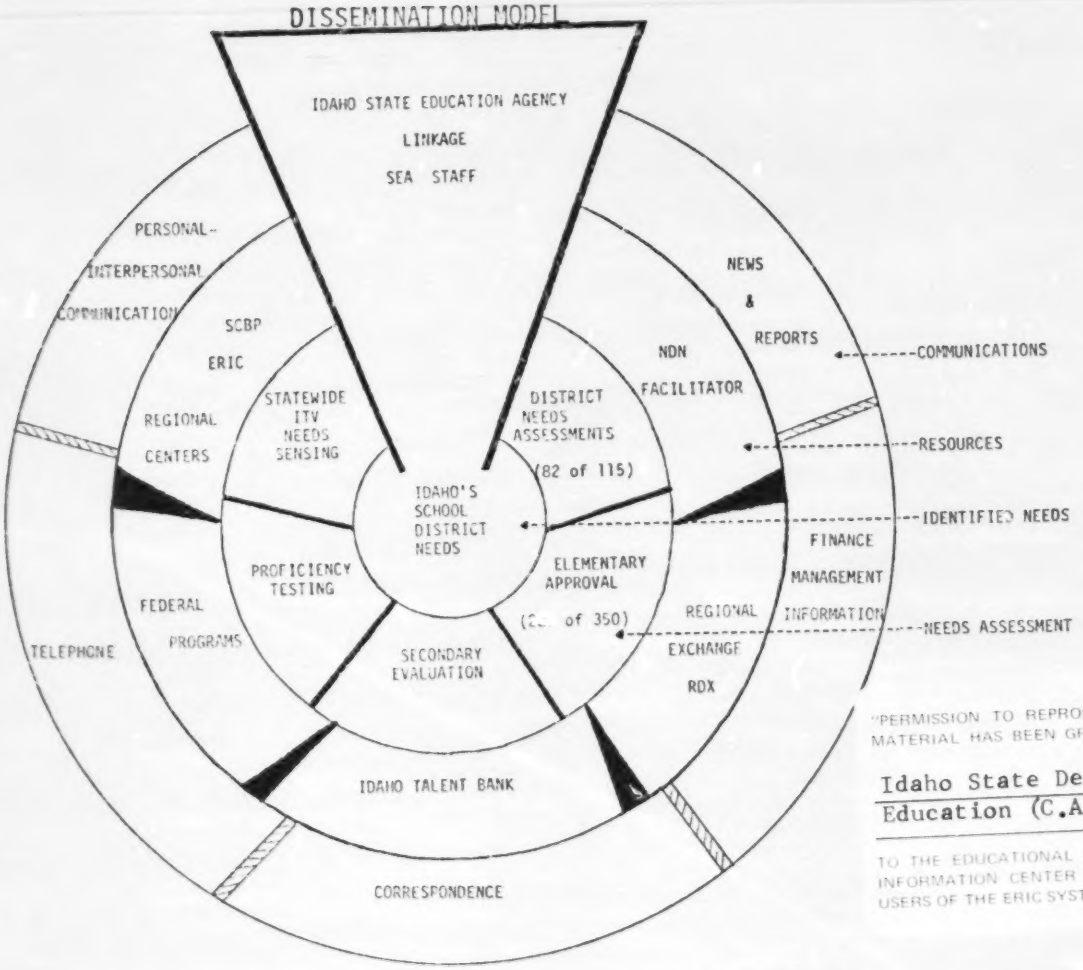
Revised
July, 1978

DISSEMINATION MODEL



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Idaho State Dept. of Education (C.A.Brown)

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Roy E. Truby
State Superintendent of
Public Instruction

IR006524

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A Committee on the State Dissemination System was appointed by Roy E. Truby, State Superintendent of Public Instruction. This Committee is responsible for the contents of this document and consists of the following Department staff members:

Dr. A. D. Luke, Associate State Superintendent, Division of Instruction

Dr. Rudy Liveritte, Coordinator, Equal Opportunity Services, Division of Federal Programs

Dr. Richard Nelson, Regional Officer, North Idaho Office of the Department of Education

Dr. Wayne Phillips, Supervisor, Support Services, Division of Finance and Administration

Sandra Haarsager, Administrative Assistant, Office of the State Superintendent

Ruth Seydel, Consultant, Compensetory Education, Division of Instruction

My thanks to these staff members for their efforts and time in assisting to focus on this system, and for the formulation of goals, target groups, medium, strategies, and techniques to be used by the entire staff in disseminating Department information.

The State Dissemination System was developed as a part of the activities of the State Capacity Building Project.

CHARLES A. BROWN
Coordinator of Dissemination

IDAHO STATE DEPARTMENT OF EDUCATION

DISSEMINATION SYSTEM

Introduction

The State Dissemination System is intended to serve as a means of informing the target population as well as our staff of the manner in which dissemination activities will be promoted by the State Department of Education.

"We communicate to influence -- to affect with intent," says D. K. Berlo in his paper The Process of Communication. His words precisely describe dissemination efforts within the process of diffusion as a special case of communication. It is the intent of the Idaho State Department of Education to promote dissemination in an organized manner to communicate and provide services to Idaho school districts.

Change is a process: an action of continuing development from creation to consequences. Part of the process of change is the sub-process diffusion -- the steps necessary to move an idea or discovery into everyday practice. And fundamental to the succesful operation of the steps in diffusion is dissemination of information. Dissemination is a key part of the change componet diffusion in the process of change.

I. DEFINITION

The State Department of Education (SEA) views dissemination as a two way sharing process for communicating knowledge relevant to educational needs and problems among education practitioners, policymakers and researchers. Its purpose is to facilitate rational consideration and appropriate use of the results of research and development to improve educational programs and the art, science and practice of education.

Effective dissemination activities encompass a range of communication media and techniques. Selection of specific dissemination means is influenced by the nature of the knowledge to be transmitted and the characteristics of the intended user. Among the media and techniques used are document transmission, use of electronic and other mechanisms, and interpersonal communications.[1]

II. GOALS

The SEA's goal for effective dissemination is to communicate information to all concerned publics on a timely basis. Such information is for their general and specific needs and to facilitate changes as desired, requested or mandated by law.

A. Specific goals for dissemination are as follows:

1. To use media and special techniques for document transmission and to transmit this information by electronic means and personal communication.

2. To provide materials and services that will assist in solving identified school needs.

3. To disseminate information about exemplary school programs as identified by SEA and LEA staff.

4. To involve SEA staff in the establishment of channels through which routine information flows smoothly by coordinating disseminated materials.

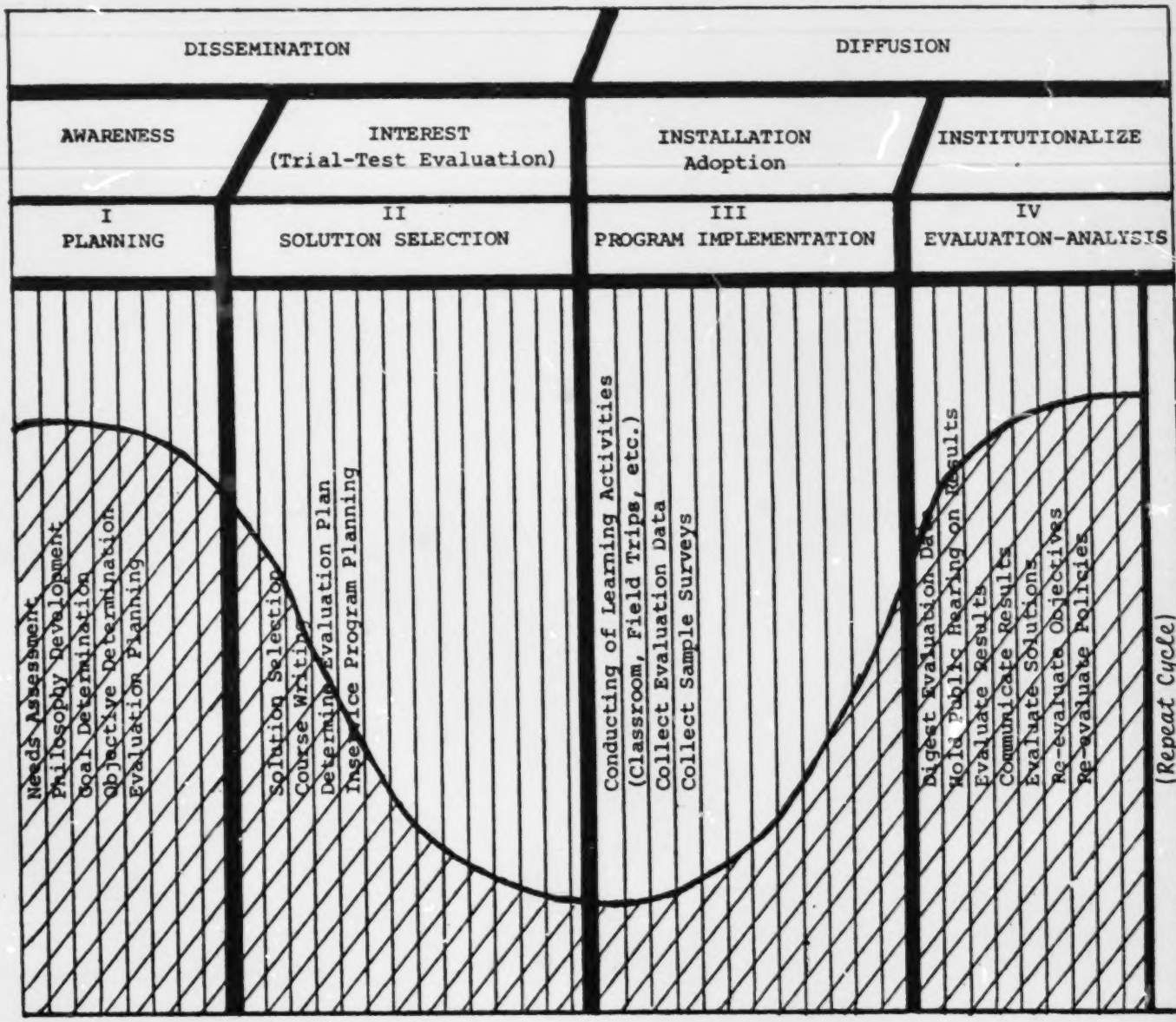
5. To use the Educational Resources Information Center (ERIC) as a source of information to provide alternative solutions to identified needs of SEA and LEA staff.

6. To continue efforts in collecting and analyzing data which will aid in evaluating the effectiveness of programs.

III. Phillips Curve, Dissemination Change Process

Involvement in decision making is essential to the democratic process. For this reason everyone should be involved. In effective communication, dissemination efforts must involve everyone. Lay people and professional educators share some decision making and must also make some as separate groups. This complex decision making structure, the differing educational aspirations among the communities and other complicating factors, make a systematic approach to solving educational problems essential. (See Appendix E.) The dissemination process must, then, follow the structure below, which represents an adaptation of the Phillips Curve.*

PHILLIPS CURVE



*Dr. Wayne Phillips, Idaho State Department of Education

III. TARGET GROUPS

A. The SEA receives information from and shares it with the following groups:

1. Board of Trustees
2. Superintendents
3. Other Administrators
4. Teachers
5. Regional Office(s)
6. The Legislature
7. Colleges
8. Universities
9. PTA/PTO
10. General Public
11. News Media
12. Service Groups
13. Political Groups
14. Special Interest Groups

IV. MEDIUMS, TECHNIQUES AND STRATEGIES

A. Effective dissemination encompasses a wide range of organizations, communication media and techniques. Those most commonly used by the SEA will be:

1. The SEA staff (see Appendix A)
2. SEA Educational Television Network with stations at Moscow, Boise and Pocatello
3. ERIC (see Appendix B)
4. VISIT Program (see Appendix C)
5. State Advisory Councils
6. Professional Standards Commission
7. O. E. Region X
8. News releases
9. The SEA newspaper, "NEWS & REPORTS"
10. Talent Bank (see Appendix D)

STATE CAPACITY BUILDING PROJECT

NIE MISSION: to facilitate the use of a wide range of knowledge resources by educational practitioners as they seek solutions to educational problems.

SEA PROGRAM: to help educators locate and use current knowledge about educational research, new products and improved practice for solving identified problems or needs; ready accessibility to knowledge resources is an essential condition for knowledge utilization by the practicing community; deliberate efforts are required to facilitate effective use of such resources by practitioners (client groups).

OBJECTIVE: to build the capacity of the institutions and individuals to locate, disseminate and use knowledge to solve educational needs or problems.

COMPREHENSIVE CAPACITY INCLUDES: a full range of resources including data, documents, products and technical expertise; a means of linking the client group to the resource base (SEA Staff, retrieval specialists, etc.); leadership and management arrangements which facilitate provisions of services on any problem or need to all members of the client group.

Information sources are only a part of the Idaho model for dissemination and problem solving. The concept of state capacity building in Idaho will utilize SEA staff as the linkage to provide for needs identified in the following ways:

- individual districts' needs assessments
- elementary approval plans
- secondary evaluations
- ITV needs sensing
- statewide proficiency testing

These activities provide the starting point for SEA staff follow up in matching information and resources to solve identified needs.

The resources available for matching are the individual expertise of SEA staff, Talent Bank, NDN Facilitator Project, Regional Exchange, Federal Programs and RDU in reading. The State Capacity Building Project will provide information retrieval services using ERIC and other data bases.

When services are matched with need and a plan of action provided, the next step is to maintain and review the status of the identified needs being met over a period of time.

APPENDIX A

State Department of Education

Dissemination Functions

&

Subject List

DISSEMINATION FUNCTIONS

The following are examples of State Department of Education dissemination functions:

1. Giving customized help to local school boards and educators in using Department resources and services
2. Giving information and interpretations concerning Federal program requirements.
3. Giving information and interpretations concerning state laws affecting schools.
4. Giving information and interpretation concerning Department and State Board of Education regulations.
5. Informing teachers on matters of certification, rights and responsibilities of teachers, etc.
6. Providing information to school districts on new and promising professional ideas, practices and materials.
7. Keeping school district personnel informed as to the full range of Department programs, services and materials.
8. Helping with the development of local policy and policy manuals.
9. Giving technical help to educators in the area of planning.
10. Providing liaison with all groups affecting the education of children.

SUBJECT TELEPHONE LIST
Prepared by State Department of Education
June 1977

State Superintendent of Public Instruction	Roy Truby	384-3300
Deputy State Superintendent	Jerry Evans	3300
Administrative Assistant	Sandra Haarsager	3300
Public Information Officer	Don Watkins	3300
Associate State Supt., Finance & Administration	Reid Bishop	3225
Associate State Supt., Federal Programs	Helen Werner	2111
Associate State Supt., Division of Instruction	A. D. Luke	2165
Regional Office North, Moscow		
Supervisor	Richard Nelson	882-6544
Compensatory Education	John Taggart	882-6544
Reading Consortium	Shirley Ernst	882-6544
Regional Office South, Pocatello		
Supervisor	R. D. Palmer	232-8462
Compensatory Education	Patrick LeCertua	232-8462

* * *

Accounting Services, SDE	Colleen Bradshaw	3326
Accounting Services, School Districts	(Tom Vopat	3330
	(Don Dietsch	3330
Accreditation, Northwest Assn. of Secondary and Higher Schools	Francis Rist	2165
Adult Basic Education	Harold Goff	3529
Affirmative Action	Rudy Liveritte	2187
Alcohol Education	Rick Kearns	2281
Apprenticeship Program (Veterans)	(Elwyn DeLaurier	3106
	(Jim Dickey	3106
Art Education	Bert Burda	2281
Audio Visual	Agatha TeMaat	2113

* * *

Bilingual Education	Tony Ochoa	2165
Breakfast Program (School Lunch)	Cecil Olsen	3940
Budgeting	Reid Bishop	3225
Buildings, Plans & Specifications	Wayne Phillips	3225
Buildings, School Manual	Wayne Phillips	3225
Bureau of Cooperative Services	Miles Williams	3475
Buses, School	D. L. Hicks	3225

* * *

Career Education	Leila Lewis	2281
Certification, Teacher	(Miles Williams	3475
	(Roy Lawrence	3475
	(Ruth Ann Cumming	3475
Civil Defense Education	Basement, L.B.J. Bldg.	3460
Civil Rights	Rudy Liveritte	2187

Child Care Food Program	James Farneman	3940
Commodities, U.S.D.A. (School Lunch)	Martha Edelen	3940
Community Education	Harold Goff	3529
Compensatory Education	(Donald Carpenter	2195
	(Michael Brunner	2195
	(Ruth Seydel	2195
Continuing Education	Cliff Trump	2270
Correspondence School Registration	Wayne Phillips	3225
Court Alcohol School		3383
Curriculum	(A. D. Luke	2165
	(Francis Rist	2165
	(Orville Reddington	2165

* * *

Deaf/Blind	Martha Noffsinger	2203
Defensive Driving School	Jim Dickey	3383
Desegregation	Rudy Liveritte	2197
Dissemination of Information	(Charles Brown	3998
	(Ted Lindley	2186
Division of Instruction	A. D. Luke	2165
Driver Education	(Duane Kirk	3383
	(Allen Cafferty	3383
Driver Refresher Course/H.S. Seniors	Eldon Nelson	3383
Driver Rehabilitation	Jim Dickey	3383
Driver Training/Adult	Duane Kirk	3383
Drug Education	Rick Kearns	2281

* * *

Early Childhood Education (Instructional)	Barbara Plumb	2281
Educational Media/Library-Audio Visual	Agatha TeMaat	2113
Educational Resources Information Center (ERIC)	Charles Brown	3998
Elementary Approval	John Briggs	2281
Employment, Verfication of	Kay Webster	3326
Energy and Environmental Education	Karen Underwood	2113
Equivalency Certificate	Francis Rist	2165
ERIC	Charles Brown	3998

* * *

Fall Teachers Conference	A. D. Luke	2165
Family Right to Privacy Act	Leila Lewis	2281
Federal Programs	Helen Werner	2111
Films, Traffic Safety	Duane Kirk	3383
Finance and Administration	(Reid Bishop	3225
	(Barry White	3108
Finance, Dept. of Education	Tom Vopat	3330
Financial and Statistical Report (Form 650)	Don Dietsch	3330

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G.E.D. Certificate (Gen. Educational Development)	Francis Rist	2165
Gifted and Talented (Special Education)	Genelle Christensen	2203
Guidance	Leila Lewis	2281

* * *

Health Education		2281
Higher Education	Milton Small	2270
High School Equivalency Certificate (G.E.D.)	Francis Rist	2165
High School Graduation Requirements	Francis Rist	2165

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Idaho Alliance for Art Education	Bert Burda	2281
Idaho Child Find	Martha Noffsinger	2203
Idaho Education Association (I.E.A.)	Don Rollie	344-1341
Idaho Elementary Principals Assn. Liaison Officer	A. D. Luke	2165
Idaho Interscholastic Activities Assn.	Dick Stickle	344-1271
Idaho Public Employees Retirement	T. F. Terrell	3368
Idaho School Boards Assn. Liaison Officer	Don Carpenter	2195
Idaho School Supt. Assn. Liaison Officer	George Hunt	2186
Idaho Secondary School Prin. Assn. Liason Officer	D. L. Hicks	3225
Idaho State Board of Education	Milt Small	2270
Impact Aid (P.L. 874)	D. L. Hicks	3225
Indian Education		3408
Indian Education (North Idaho)		274-3101
Information, Public	Don Watkins	3300
Instructional Division	A. D. Luke	2165
Instructional Resources	George Hunt	2186
Instructional Television	Agatha TeMaat	2113

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Junior High Schools	Francis Rist	2165

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Kindergartens	Barbara Plumb	2281

* * *

Language Arts	Driek Zirinsky	2113
Legislation	Jerry Evans	3300

* * *

Mag-Card Machines (Word Processing)	Orville Reddington	2165
Manpower Development Training (Vo-Ed)	Chuck Liehe	3216
Mathematics	John Briggs	2281
Metric Education	Richard Kay	2281
Migrant Education	Ardis Snyder	2275
Music	Bert Burda	2281

* * *

Needs Assessment	(Francis Rist	2165
	(Barbara Plumb	2281
	(John Briggs	2281
News and Reports (SDE Newsletter)	Don Watkins	3300
N.I.E. Reading Project Grant	Driek Zirinsky	2113
N.I.E. Special Purpose Grant (ERIC)	Charles Brown	3998
Non-Certified Employees Records (School District)	Jon Fennell	3996
Nonfood Assistance (School Lunch)	Cecil Olsen	3940

Northwest Assn. of Secondary and Higher Schools	Francis Rist	2165
Nursery Schools, Dept. of Public Assistance (HEW)	Gail Chaloupka	3431
Nutrition Education	(Martha Edelen	3940
	(Luan York	3940
* * *		
On-the-Job Training Program (Veterans)	(Elwyn DeLaurier	3106
	(Jim Dickey	3106
* * *		
Personnel, Idaho State Commission		2263
Personnel, SDE	Barry White	3108
Physical Education		2281
Private School Registration	Wayne Phillips	3225
Professional Staff Records (School District)	Jon Fennell	3996
Professional Standards Commission	Miles Williams	3475
PTA, State Office		344-0581
Public Information	Don Watkins	3300
Publications, SDE	Mary Starr	3328
Public Law 874	D. L. Hicks	3225
Pupil Personnel Services	Leila Lewis	2281
Pupil Transportation	D. L. Hicks	3225
* * *		
READ Project	Elisabeth Schlaefle	2113
Rehabilitation Program/State High School Diploma	Francis Rist	2165
Retirement	T. F. Terrell	3367
Right-to-Read	Elisabeth Schlaefle	2113
* * *		
SAFA Program (P.L. 874)	D. L. Hicks	3225
		336-6551
SEPARS (Statewide Educational Planning & Reporting System) Acting Director	Bob Stevenson	2832
School Administrators Liaison Officer	George Hunt	2186
School Bonds	Wayne Phillips	3225
School Buildings	Wayne Phillips	3225
School Bus Driver Education	Duane Kirk	3383
School District Boundaries	Wayne Phillips	3225
School Dist. Financial & Statistical Report/650	Don Dietsch	3330
School Facilities	Wayne Phillips	3225
School Lunch	(Cecil Olsen	3940
	(James Farneman	3940
School Transportation	D. L. Hicks	3225
School Volunteers Liaison	Sandra Haarsager	3300
Science	Richard Kay	2281
Social Studies	Orville Reddington	2165
Special Education	Judy Schrag	2203
State Board of Education	Milt Small	2270
State High School Diploma (Rehabilitation Prog.)	Francis Rist	2165

State Scholarship Program	Delia McManus	2270
State Testing Program	Bert Stoneberg	2111
Student Incentive Grant Program	Delia McManus	2270
Statistics	Jon Fennell	3996
Sun Valley Conference (1977)	Wayne Phillips	3225

* * *

Talent Bank	Richard Kay	2281
Teacher Education & Certification	(Miles Williams	3475
	(Roy Lawrence	3475
	(Ruth Ann Cumming	3475
Teacher Placement (Dept. of Employment)		2621
Teacher Retirement	T. F. Terrell	3367
Team Services	A. D. Luke	2165
Television, Instructional	Agatha TeMaat	2113
Textbook Committee	Orville Reddington	2165
Title I, ESEA	Don Carpenter	2195
Title II, ESEA	George Hunt	2186
Title III, NDEA	George Hunt	2186
Title III, ESEA	Helen Werner	2111
Title IV, P.L. 93-380, Part B	(George Hunt	2186
	(Pat Chitty	2186
Title IV, P.L. 93-380, Part C	George Hunt	2186
Title VI-B (Special Education)	(Martha Noffsinger	2203
	(Fred Russell	2203
Title VI-D & G (Special Education)	Jack Nelson	2203
Traffic Safety Education/K-12	Eldon Nelson	3383
Transportation, School Buses	D. L. Hicks	3225

* * *

Veterans School Approval	(Elwyn DeLaurier	3106
	(Jim Dickey	3106
Verification of Employment, SDE	Kay Webster	3226
VISIT (Title IV, ESEA)	Ted Lindley	2186

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APPENDIX B

Educational Resources Information Center

(ERIC)

ERIC

The acronym ERIC stands for Educational Resources Information Center. ERIC is a national information system established by the U.S. Office of Education in June, 1964. Currently it is being administered by the National Institute of Education. Its purpose is to collect, process, and make available a wide range of educational documents.

Included in the system are 16 Clearinghouses, each specializing in a particular area of education. (A current list of Clearinghouses appears in each issue of Resources in Education.)

Documents processed by these Clearinghouses are thoroughly indexed in various ERIC publications. The main publications are Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Both are official publications of the ERIC system. RIE is published by the U. S. Government Printing Office and CIJE is printed through the contractor MacMillan Information, a Division of MacMillan Publishing Company, Inc.

RIE and CIJE are sister publications. RIE contains abstracts mainly of unpublished educational literature, while CIJE contains short annotations of published education journal articles. The Thesaurus of ERIC Descriptors, published by MacMillan, is the key to the ERIC indexing system. Instructions on how to use each of these publications may be obtained from the State Department of Education ERIC Library or from the Retrieval Centers housed at each of the three universities in the state.

Most documents indexed in these publications are distributed upon request to individuals, libraries, universities and other institutions.

As of July, 1978, there are over 149,000 titles housed in the State Department of Education ERIC files. Retrieval Centers with computer terminals are located at the Boise State University Library, the Library at the University of Idaho, Idaho State University Department of Education Materials Center and the State Department of Education ERIC Libray.

APPENDIX C

Visits to Innovative Schools by

Interested Teachers

(VISIT Program)

VISIT Program

PURPOSE: The purpose of VISIT is to encourage elementary and secondary educators in Idaho to directly observe innovative educational practices within the state by reimbursing individuals within established limits for costs incurred on such visits. Hopefully, these visits will accelerate adoption of innovative practices in Idaho schools.

ELIGIBLE APPLICANTS: Any elementary or secondary teacher, administrator, or school trustee in Idaho may apply for authorization for state reimbursement for making an observation visit. Visits by teams which include teachers and administrators and/or trustees will be given preference for authorization. Only one member of a team may receive travel reimbursement for mileage. Each team member must submit a SEPARATE application for per diem. Final selection of those persons to recieve visits authorizations will be made by the State Title IV ESEA Staff. Approximately 100 such authorizations will be made during the current school year.

AMOUNT OF REIMBURSEMENT: Reimbursement shall be made when requirements 1-4 specified below* have been met and upon submission of a completed state travel claim form. Reimbursement shall be at the established state rate of fifteen cents (15¢) per mile according to the state mileage chart, and up to $12.00 per day for meals. Meals are paid for on a pro-rated basis depending upon the time left home and the time returned. Hotel or motel receipts must be attached to the state claim form for lodging reimbursement. In the case of 'team visits' hotel or motel rooms must be shared when possible. Reimbursement will be from funds granted the state for administration of Title IV ESEA.

REIMBURSEMENT REQUIREMENTS: Any person authorized to received reimbursement must comply with the following requirements:

1. The visitor must schedule his visit by mutual agreement with the Title IV ESEA Staff and the State Department of Education at least two (2) weeks in advance of the visit. (After approval of the application is received by the district).

2. The visitor must devote sufficient time and attention to the visit to accurately explain the project to others.

3. The visitor must prepare a written POST-VISIT REPORT not to exceed two (2) typewritten pages, in duplicate. The report must be submitted through the visitors supervisor to the district superintendent. Ultimately it must be submitted, with the signed travel claim, to the Title IV office. The report must contain (a) a description of the project; (b) visitor's impression of the project; (c) visitor's opinion of the applicability of project practices to his/her home school or district and, (d) a recommendation to the local home district regarding the practices observed.

VISIT Program, Continued

Reimbursement Requirements:

4. The visitor's superintendent must attach a statement of his/her reactions to comments in the report and forward one copy to the Title IV ESEA Program Administrator.

5. The visitor is expected to respond to a short evaluation questionnaire to be mailed approximately six (6) months and one year after the visit has been made.

APPLICATION PROCEDURE: Anyone wishing to receive a Visit authorization should (1) select the one project they wish to visit from the list of operational Title IV projects, (2) complete the form, (3) secure the approval of their immediate supervisor and the district superintendnet and, (4) mail the application to the Title IV ESEA Consultant, Ted Lindley, State Department of Education, Len B. Jordan Office Building, Boise, Idaho, 83720.

If applications are not available from the office of the building principal or district superintendent, they may be obtained from the State Department of Education.

APPENDIX D

TALENT BANK

TALENT BANK

The Talent Bank is a listing of teachers and lay persons selected by the State Department of Education to assist local education agencies and teachers in resolving problems they may have and improving methods or materials.

Consultants for the Talent Bank are being selected following formal application to the Talent Bank Coordinator. Possible applicants are secured by nomination from State Department of Education officials, and other state agencies, local education agencies and their personnel and from self initiated applications. Each applicant is screened by SDE personnel who have expertise in the area of the applicant. References are also given by the applicant.

Individuals with expertise in conducting workshops or working on a one-to-one basis with teachers and districts make up the Talent Bank. Areas such as finance, curriculum development, materials development, subject matter areas and evaluation are a few of the 100 plus areas in which consultants will be available.

Talent Bank consultant services were made available in the fall of 1976. Requests for services are initiated by a local district superintendent. The Talent Bank Coordinator will then select a consultant from the immediate area of the requesting district, but not the home district. Attention must be paid to the type of services required and those provided by a particular consultant. Evaluations are conducted by the participants and the consultant upon completion of the services.

Consultants are reimbursed for their mileage and per diem at the state rates. Substitute pay is also available for the consultant's district if it is required. There are no provisions at this time to pay an honorarium or expenses incurred by people outside a state agency or local education agency other than mileage and per diem.

The selection of Talent Bank consultants will never close. A review process will be conducted annually to determine interest and effectiveness of consultants. Some consultants will be removed from the Talent Bank at that time.

APPENDIX E

DISSEMINATION APPROACH

DISSEMINATION APPROACH

The Idaho State Department of Education has adopted the Richard I. Miller model as an "Orderly Approach to Dissemination," with some modifications.

Dissemination is probably the most haphazard and left-to-chance aspect of the change process. The following is intended (a) to put some system and order into "getting the work out," and, (b) to help improve the effectiveness of the total dissemination process.

The following model was developed by Richard I. Miller, director of the University of Kentucky's Program on Educational Change.

I. PRIORITIES

- A. What should be sent?
  - 1. Is this decision one of free choice, or mandated?
- B. Who should send it?

II. OBJECTIVES

- A. What are the intended results of the dissemination?
  - 1. In terms of your program?
  - 2. In terms of the selected audience?
- B. Are these objectives measurable?

III. STRATEGY

- A. What process will be developed for achieving stated objectives?
  - 1. What is the nature of the message?
    - (a) General school information
    - (b) Technical knowledge
    - (c) Special reports
    - (d) Ideas
  - 2. Who is the sender?
    - (a) State Superintendents Office
      - 1. Program Directors
      - 2. Consultants
    - (b) LEA Superintendents office
    - (c) School Board
    - (d) Curriculum director
    - (e) Teacher
    - (f) Other

Dissemination Approach, Continued

III. Strategy, Continued

3. What is the best timing?
   (a) When should the message be sent?
   (b) What factors should determine this?
4. What medium should be used?
   (a) Regular memorandum letter
   (d) Letter (specific audiences)
   (c) Newspapers
   (d) Radio
   (e) Television
   (f) Special meetings
   (g) Informal

B. How much time will be required?
C. How much money will be required?
D. What personnel will be required?
E. What degree of awareness should be sought for selected audiences?

	Sought level of awareness		
	little	some	much
1. School staff			
2. Teachers primarily			
3. School officials primarily			
4. Pupils			
5. State Department of Education			
6. Region			
7. Nation			

IV. EVALUATION

One or several procedures may be employed to determine whether the dissemination has achieved stated objectives for the audiences sought. These include:

A. Survey (questionnaire)
B. Interview
C. Unsolicited feedback
   1. In terms of letters, telephone calls, and/or informal comments.
D. Research design

The above approach was developed by Miller as part of a project entitled "Internships for Leaders in Demonstration and Dissemination" at the University of Illinois, Urbana.

You may wish to check these questions against the dissemination program you are carrying out in current programs. This listing of dissemination considerations will help you determine the nature of your task as a disseminator, and also will help you decide on the resources (people, money, etc.) which you will need to allocate.

DISSEMINATION CRITERIA

In selecting content and the most appropriate media for disseminating information about a particular project, the following criteria may serve as a guide:

CLARITY: Information is clearly stated with a particular audience in mind. For example, information about a project of special interest to educators could have little meaning to the general public. Likewise, a brochure for parents and one for businessmen might stress entirely different factors. The following questions should be answered:

"What is being done?"
"How is it being done?"
"Why is it being done?"
"Who is doing it?"
"Where is it being done?"
"How effective is it?" (If project has been operational)

VALIDITY: Information presents a true picture. Fair coverage should be given to both problems and achievement in the program. Efforts to convince the audience should not distract from the presentation of an accurate image. Particular features to be emphasized should be placed in context.

PERVASIVENESS: Information reaches all of the intended audience. Scheduling, illustrations, number and type of media selected, etc., should be planned to provide the widest possible coverage within the audience selected.

IMPACT: Information evokes a response from the intended audience. The potential of media to stimulate appropriate reactions should be utilized.

TIMELINESS: Information is disseminated at the most opportune time. Significant information should be presented when it will be of greatest interest to the intended audience, or of greatest value in terms of the goal of dissemination for this particular project. The time for dissemination could be at the project's inception to stimulate interest, during the project's operation to report progress, or at its conclusion to report significant results.

PRACTICALITY: Information is presented in the form best suited to the scope of the project, considering such limitations as distance and available resources.

TYPES OF MEDIA

The choice of the information medium is as important as the choice of content. The following are examples of acceptable media that might be considered for disseminating information. (These are not intended to stress any particular type or combination.)

PUBLICATIONS----------Leaflets, brochures, flyers, handouts, charts, etc.

NEWS MEDIA----------Newspapers, magazines, radio, television

VISITATIONS----------Opportunity for others to view project components in operation and determine their feasibility for widespread use; opportunity to give visibility to project results.

CONFERENCES----------Opportunity to discuss common goals and problems with persons engaged in similar activities in the region.

LECTURES----------Opportunity to inform interested groups, social, civic, cultural and educational agencies, of activities, progress, and significant project results.

OTHERS----------Materials especially designed for your project.

Photographs of professional quality will be a valuable medium for displaying innovative and exemplary features of a project. A file of carefully selected 5 x 8 inch "glossies" would be especially useful for a variety of information purposes, including local newspaper stories, pamphlets and brochures, exhibits for teachers or parents, and reports to the state agency and others. For most purposes, the quality of photographs will be more important than the quantity. Pictures of students involved in activities which highlight the innovative or exemplary aspects of a program, teachers performing in settings peculiar to the program, new equipment or facilities being used, and other groups from the community participating in the program will be of particular interest. Conventional classroom pictures and those of adults talking or at a conference table should be avoided.

POSSIBLE EVALUATION OF DISSEMINATION

The twenty (20) consultants in the First National Study of PACE, which was prepared for the Sub-Committee on Education, Senate Committee on Labor and Public Welfare, in 1967, mentioned dissemination only slightly less often than evaluation as a major weakness in the PACE programs. They cited content orientation, lack of appreciation for dissemination, and lack of know-how as specific weaknesses.

Report No. 3 entitled A Comprehensive Model for Managing an ESEA Title III Project from Conception to Culmination, of The Second National Study of ESEA Title III, comments on dissemination and offers an evaluative scheme as follows:

> "Dissemination, in the simplest terms, is the spreading of an idea. Many PACE projects might well reconsider their approach to dissemination and at three levels: (1) in terms of initial communication about the project--a general informing; (2) some occasional or regular medium for specific informing; (3) in terms of disseminating results of completed projects in a manner that will facilitate their implication in other schools. The first and second types of dissemination occur very shortly after the project becomes operational and the third becomes relevant when something is achieved."

At the end of each year of project operation, the following evaluation scheme might be used:

_____1. To what extent has an effective system been established for cataloging, interpreting and distributing information developed in the project? (To be evaluated on a 10 (outstanding) to 1 (very poor) scale.)
What changes are suggested?_____

_____2. Appraisal grid: By the end of the first six months and certainly by the end of the first year, a systematic appraisal of dissemination is in order--one that methodically appraises audiences, media, and impact. Place in each square the number -- 10 to 0 -- that best represents the degree of success in dissemination. Where the catagory is not applicable, place an "X". (Top of next page.)

_____3. Where are the strong points in dissemination?_____
Why?_____

_____4. Where are the weak points?_____
Why?_____

Audiences

	Informal Meetings	Inservice Programs	Newspapers	Radio	Regular Meetings	Special Bulletins	Bulletins (memos)	Special Stories	Television
Board of Education									
Colleges and Universities									
Community									
Local Administrative Staff									
Project Advisory Board									
Project Staff									
Specializing Groups									
State Department of Ed.									
Students									
Teachers									

_____5. What changes, if any, would seem in order?

_____6. Using the ten-point scale, judge the content of what is disseminated in terms of:

_____ Clarity
_____ Validity
_____ Pervasiveness
_____ Impact
_____ Timeliness
_____ Practicality

(See Appendix E, Dissemination Criteria.)

_____7. What adjustments are needed for more effective dissemination, in terms of:

A. Time_____
B. Money_____
C. Personnel_____
D. Objectives_____

In Conclusion:

We have been talking about who received what--how--when--and with what results. It would be nice if dissemination--in practice--could be dealt with so simply. But we are finding more complexity in dissemination as we learn more about it. But in the complexities also lie greater possibilities for success in the future. It is out of careful planning, effective conveyance, and relevant evaluation that dissemination will move forward.

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